



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

# THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 1, 1879

VOL. X

NEW YORK, JANUARY 29, 1917

No. 14

IN THE CLASSICAL WEEKLY 8.113-115, 121-122, I devoted considerable space to the pamphlet on The Value of the Classics, published by the University of Colorado, and embodying the views of a number of professors of that institution, no one of whom was concerned with the actual teaching of the Classics. In January, 1915, a small circular, similar in character, was published and circulated by the Department of Latin, University of California, giving opinions on the value of the Classics by men in the State of California engaged in teaching subjects other than the Classics themselves. There was also an interesting letter in support of the Classics from the Lieutenant Governor of the State of California, and another from the President of the State Railroad Commission.

It is a pleasure to be able to call attention at this time to several similar pamphlets published by other Universities. One of these, entitled The Classics in Mississippi To-day, was published by The Classical Association of Mississippi, which was organized in the summer of 1908. This pamphlet contains the following papers:

Methods of Arousing Interest in Latin, Corinne Laney (3-5); How We Make Latin Vital in the Laurel High School, Anne Phillips (5-8); Latin and the Lawyer: or, The Value of the Study of Latin in Legal Training, Julian P. Alexander (8-12); Latin as a Preparation for the Study of the Romance Languages, Janie Hill Miller (12-18); Methods of Arousing Interest in Latin, Kate Kincannon (18-20); First Year Latin, The Direct Method, Correlation, and the Classical Club, Miriam Greene Paslay (20-22); Some Effective Ways of Teaching Vocabularies, Susie Smylie (22-23); Shall Latin have a Place in the Agricultural High School? Mabel Martin (24-29); The Teaching of Latin with Regard to its Value as an Aid to English Composition and Literary Interpretation, Miss Omerea McBeath (29-31); Some Roman Schoolmasters, Alexander L. Bondurant (31-38); Language as a Science, David M. Key (39-42).

Copies of this pamphlet may be obtained from Professor Alexander L. Bondurant, University, Mississippi. Professor Bondurant has published also a pamphlet entitled Live Latin, in which he discusses the work of the Secondary School, particularly with reference to the first year.

The existence of a live and energetic Classical Association in Mississippi and the publication of so valuable a pamphlet are encouraging signs. Professor Bondurant writes that at the University of Mississippi there are 130 students of Latin and 100 students of Greek, out of

an academic student body of about 400. The elementary class in Greek has 36 students. The next class, which has dealt already with the Anabasis and will presently read Herodotus, has 41 students. The next class, with 15 students, has been reading Lysias, and will presently read the Iliad. The most advanced class in Greek has six students. These six students have completed the Persae of Aeschylus and will read next the Electra of Sophocles. The class in Greek Archaeology has 16 students.

Another pamphlet which is the result of collective effort is entitled The Educational Value of Latin and Greek, by members of the Faculty of the University of South Dakota. The pamphlet is published by the University, at Vermillion, South Dakota, as a number of The University of South Dakota Bulletin, Series XVI, No. 9. The Regents of the University have had this pamphlet prepared for distribution among the High Schools in the State. Teachers of Latin and Greek everywhere may secure copies of the pamphlet from the Registrar of the University, without charge.

The contents of the pamphlet are as follows:

Introduction, Robert Dale Elliott, Professor of the Greek Language and Literature (4-6); The Education leading to the Greatest Usefulness and Efficiency, C. P. Lommen, Professor of Biology and Dean of the College of Medicine (7-9); Greek and the Study of Law, Jason E. Payne, Professor of Law (10-11); The Classics and Vocation, L. E. Akeley, Professor of Physics and Dean of the College of Engineering (12-14); The Value of Greek and Latin in the Study of English, Olin B. Kellogg, Professor of the English Language and Literature (15-16); The Classics and the Citizen, Carl Christophelsmeier, Professor of History and Political Science (17-20); The Classics as of Immediate Utility, Ethelbert W. Grabill, Dean of the College of Music (21-22); The Classics and the Scientist, Freeman Ward, Professor of Geology (23); Engineering and the Classics, J. Maughs Brown, Professor of Civil Engineering (24-26); Latin Helps the Writer, R. W. Jones, Professor of Journalism (27); The True Study-Sources for Modern Life, Ray March Merrill, Professor of Romance Languages (28).

Some extracts from these papers follow. I wish there were room for more.

Professor Lommen holds that to deal effectively with the resources and problems of the present, and to forecast those of the future one must have a thoroughly disciplined mind (7).

For this purpose it is necessary to pursue courses of study which call for sustained and concentrated effort

involving the different phases of mental activity for a period of several years. To meet this requirement nothing excels the time-honored courses in Greek and Latin. The study of these highly inflected languages is a continuous drill in close observation, delicate perception, fine discrimination and correct reasoning, giving as a result a mind which has realized its greatest possibilities as an efficient tool. And since these courses are carefully graded and have continuity they develop an antidote to superficiality by fostering the habit of penetrating below the surface to the deeper level of things, and thus produce an intellectual fibre and stamina impossible to acquire from several short courses independent of each other.

Next, says Professor Lommen, we can understand the present only through thorough acquaintance with the past, especially the enormous contribution made to the civilization of the world, by Greece and Rome, in law and philosophy, art and literature. "And this can never be done except as we master their own means of expression, the Latin and Greek languages" (8).

Facility of expression, he continues, is an asset which greatly increases a person's influence and therefore his efficiency to meet the questions of life. Here the study of Latin and Greek helps more than does the study of modern languages (8).

Students entering upon the study of biology or of medicine without a knowledge of Greek and Latin are distinctly handicapped, because they do not understand the meaning of the multitude of technical terms employed in these fields, which are nearly all of classical origin. The classically trained student, therefore, has an immense advantage in mastering these subjects since he appreciates at a glance the relation between the facts learned and the names applied to them. C. K.

### CAESAR AS SEEN IN HIS WORKS<sup>1</sup>

According to the system still prevalent in this country, the serious reading of Latin in the High School is confined to Caesar, Cicero, and Vergil, usually in this order, and this combination bids fair to continue for a considerable time to come, in spite of criticism and attack. To many teachers, however, the compelling reason for this choice of authors has not been clear, and not a little of the vigor of the attack on Caesar in particular is due to the failure to realize what the curriculum might be said to involve. Undoubtedly the purist movement which tended to restrict the models of Latin usage to the Golden Age is the fundamental reason, but, unquestionably, the choice of these three authors was mainly due to their content, and to the fact that they were the three greatest Romans of their age. It seemed a fine thing that the reading of pupils should bring them into touch with the three master minds of Rome, and the hard slow labor necessary for an immature mind to push slowly through the literature which it could cover in this period was, it was argued, more than offset by the spiritual and mental growth which were the direct result.

<sup>1</sup>This paper was read at the Ninth Annual Meeting of The Classical Association of The Atlantic States, held at Swarthmore College, May 8, 1915.

Now, I do not yield to any one in my belief that the study of Latin is valuable, not only as a discipline, but also for many other reasons. But, as one contemplates the High School curriculum, with its serious strain in the second year, the question arises: Does the gain above alluded to actually compensate for the hard work, or, rather, does this gain actually materialize at all? About this a more or less discordant clamor has been heard with the balance of noise in the negative.

Now, it does seem that, if the object of the High School teaching is merely to study Latin, I do not say, to learn Latin, but to study Latin, for the advantages that such a study affords, then the content of the reading in the second year might well be changed to something more within the ordinary student's range of ideas and interest, as well as within his powers. Our only justification for the retention of Caesar must then be that Caesar contributes in himself something distinctly worth the student's study. What is this something? It is the purpose of this paper to consider this question. I shall confine myself to the Gallic War, and especially to the first book, as that is almost universally read.

In the story of this war we have an account of a military movement which resulted in the addition to the Roman dominion of the whole of what is now France, Western Germany, the Netherlands, and England, that is to say, in the extension of Roman civilization over the ancestors of modern Europe and by consequence our own. The economic importance of this movement for our own life and civilization can not be overestimated. To study its details, to learn the nature of the peoples who then occupied this region, their habits and institutions, and to contrast these with the institutions and habits which were forced upon them, should be a fascinating field of investigation, and should lead to a rather careful consideration of the main elements of Roman civilization. We ourselves, as heirs of the resultant Romano-Gallic manner of life, are much concerned and should be much interested in this movement, and should draw the proper lessons from it for the guidance of our own State. I accordingly regard the opportunity for the study of the economic value of this war as one of the most important presented to the teacher.

This will include also plenty of opportunity for moral training in its best sense. The characters of the Gauls, their methods of warfare, come out very clearly. It is customary to include in the editions of Caesar some discussion of the Roman art of war. But any information on this subject beyond that necessary for the comprehension of the text I regard as worse than useless unless the striking contrast between the two nationalities in the matter of organization and respect for discipline is emphasized and the resulting moral conclusions sink into the minds of the pupils. Evident moral teaching is distasteful to the young, but the results of the struggle between order and chaos can point a moral without the direct reference.